

State of Hawaii  
Department of Education  
Office of Curriculum, Instruction and Student Support  
Special Education Section

**Request for Proposals**

**RFP No. F05-042**

**Provide Speech and Language Services  
for the  
Department of Education**

October 12, 2004

Note: If this RFP was downloaded from the State Procurement Office RFP Website each applicant must provide contact information to the RFP contact person for this RFP to be notified of any changes. For your convenience, an [RFP Interest form](#) may be downloaded to your computer, completed and e-mailed or mailed to the RFP contact person. The State shall not be responsible for any missing addenda, attachments or other information regarding the RFP if a proposal is submitted from an incomplete RFP.

October 12, 2004

**REQUEST FOR PROPOSALS  
THERAPY SERVICES FOR THE DEPARTMENT OF EDUCATION**

**RFP No. F05-042 SPEECH LANGUAGE THERAPY**

**RFP No. F05-043 OCCUPATIONAL THERAPY**

**RFP No. F05-044 PHYSICAL THERAPY**

The Department of Education (DOE), Office of Curriculum, Instruction and Student Support (OCISS), Special Education Section (SPED) is requesting proposals from qualified applicants to provide educationally related Therapy services to students certified as eligible under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the American with Disabilities Act. The contract term will be from July 1, 2005 through June 30, 2006. Multiple contracts may be awarded under each request for proposals.

Due to the differences in delivering these three distinct services, Applicants must submit separate proposals for each RFP.

Copies of these RFPs may be obtained at the DOE Procurement and Contracts Branch, Waipahu Civic Center, 94-275 Mokuola St, Rm 200A, Waipahu, Hawaii 96797 or from the SPO website: <http://www2.hawaii.gov/spoh/rfps.htm>.

OCISS will conduct an orientation meeting on October 26, 2004, from 9:00 a.m. to 11:00 a.m. Hawaii Standard Time (HST), at the Waipahu Civic Center, 94-275 Mokuola St, Rm 202, Waipahu, Hawaii 96797. All prospective applicants are encouraged to attend the orientation.

The deadline for submission of written questions is November 12, 2004 at 2:00 p.m. H.S.T. All written questions will receive a written response from the State on or before December 15, 2004.

Proposals shall be mailed and postmarked by the United State Postal Service on or before January 14, 2005, or hand delivered no later than 2:00 p.m., H.S.T., January 14, 2005, at the drop-off sites designated on the Proposal Mail-in and Delivery Information Sheet. Proposals postmarked or hand delivered after the submittal deadline shall be considered late and rejected. There are no exceptions to this requirement.

Inquiries regarding these RFPs should be directed to the RFP Contact Person as follows:

Speech Language Therapy - Ms. Verna Chinen by telephone at (808) 735-4835

Occupational Therapy - Ms. Remedios Pai by telephone at (808) 733-4990

Physical Therapy – Ms. Stephanie Kataoka by telephone at (808) 733-4990

## **PROPOSAL MAIL-IN AND DELIVERY INFORMATION SHEET**

<b>ONE ORIGINAL AND TWO COPIES OF THE PROPOSAL ARE REQUIRED</b>
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**ALL MAIL-INS MUST BE POSTMARKED BY UNITED STATES POSTAL SERVICE  
(USPS) NO LATER THAN  
January 14, 2005**

**All Mail-ins**

Department of Education  
Procurement and Contracts Branch  
Waipahu Civic Center  
94-275 Mokuola Street, Room 200A  
Waipahu, Hawaii 96797

**DOE RFP COORDINATOR**

Verna Chinen  
For further info or inquiries  
Phone: 735-4835

**ALL HAND DELIVERIES WILL BE ACCEPTED AT THE FOLLOWING SITES UNTIL  
2:00 p.m. H.S.T., January 14, 2005.**

**Drop-off Sites**

For applicants located on Oahu:

Department of Education  
Procurement and Contracts Branch  
Waipahu Civic Center  
94-275 Mokuola Street, Room 200A  
Waipahu, Hawaii 96797

**BE ADVISED:**     **All mail-ins postmarked by USPS after January 14, 2005, shall not be accepted for review and shall be returned.**

**Hand deliveries shall NOT be accepted after 2:00 p.m., January 14, 2005.**

**Deliveries by private mail services such as Fedex shall be considered hand deliveries and shall NOT be accepted if received after 2:00 p.m., January 14, 2005.**

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# **Section 1**

## **Administrative Overview**

# Section 1

## Administrative Overview

**Applicants are encouraged to read each section of the RFP thoroughly. While sections such as the administrative overview may appear similar among RFPs, state purchasing agencies may add additional information as applicable. It is the responsibility of the applicant to understand the requirements of *each* RFP.**

### I. Authority

This RFP is issued under the provisions of the Hawaii Revised Statutes (HRS), Chapter 103F and its administrative rules. All prospective applicants are charged with presumptive knowledge of all requirements of the cited authorities. Submission of a valid executed proposal by any prospective applicant shall constitute admission of such knowledge on the part of such prospective applicant.

### II. RFP Organization

This RFP is organized into five sections:

***Section 1, Administrative Overview***--Provides applicants with an overview of the procurement process.

***Section 2, Service Specifications***--Provides applicants with a general description of the tasks to be performed, delineates applicant responsibilities, and defines deliverables (as applicable).

***Section 3, Proposal Application Instructions***--Describes the required format and content for the proposal application.

***Section 4, Proposal Evaluation***--Describes how proposals will be evaluated by the state purchasing agency.

***Section 5, Attachments*** --Provides applicants with information and forms necessary to complete the application.

### III. Contracting Office

The Contracting Office is responsible for overseeing the contract(s) resulting from this RFP, including system operations, fiscal agent operations, and monitoring and assessing provider performance. The Contracting Office is:

**State of Hawaii**

Department of: Education

Office: Office of Curriculum, Instruction and Student Support

Section: Special Education Section (SPED)

637 18<sup>th</sup> Avenue

Honolulu, Hawaii 96816

Contract

Administrator: Ms. Verna Chinen

Phone (808) 735-4835 Fax: (808) 733-4841

**IV. Procurement Timetable**

**Note that the procurement timetable represents the State's best estimated schedule. Contract start dates may be subject to the issuance of a notice to proceed.**

Activity	Scheduled Date
Public notice announcing RFP	10/12/2004
Distribution of RFP	10/12/2004
RFP orientation session	10/26/2004
Closing date for submission of written questions for written responses	11/12/2004
State purchasing agency's response to applicants' written questions	12/15/2004
Discussions with applicant prior to proposal submittal deadline (optional)	n/a
Proposal submittal deadline	1/14/2005
Discussions with applicant after proposal submittal deadline (optional)	n/a
Final revised proposals (optional)	n/a
Proposal evaluation period	1/14/2005 – 2/28/2005
Provider selection	3/15/2005
Notice of statement of findings and decision	3/31/2005
Contract start date	7/1/2005

**V. Orientation**

An orientation for applicants in reference to the request for proposals will be held as follows:

**Date:** October 26, 2004 **Time:** 9:00 a.m. – 11:00 a.m.

**Location:** 94-275 Mokuola Street, Room 202, Waipahu, HI 96797

Applicants are encouraged to submit written questions prior to the orientation. Impromptu questions will be permitted at the orientation and spontaneous answers provided at the state purchasing agency's discretion. However, answers provided at the orientation are only intended as general direction and may not represent the state purchasing agency's position. Formal official responses will be provided in



writing. To ensure a written response, any oral questions should be submitted in writing following the close of the orientation, but no later than the submittal deadline for written questions indicated in the next paragraph (VI. Submission of Questions).

## VI. Submission of Questions

Applicants may submit questions to the RFP Contact Person(s) identified in Section 2 of this RFP. All written questions will receive a written response from the state purchasing agency.

Department responses to applicant written questions will be posted as an addendum to this RFP on the SPO website:  
<http://www2.hawaii.gov/spoh/rfps.htm>

Deadline for submission of written questions:

**Date:** November 12, 2004 **Time:** 2:00 p.m. HST

State agency responses to applicant written questions will be provided by:

**Date:** December 15, 2004

## VII. Submission of Proposals

**A. Forms/Formats** - Forms, with the exception of program specific requirements, may be found on the State Procurement Office website at: [www.spo.hawaii.gov](http://www.spo.hawaii.gov), click *Procurement of Health and Human Services* and *For Private Providers*. Refer to the Proposal Application Checklist for the location of program specific forms.

1. **Proposal Application Identification (Form SPO-H-200)** - Provides identification of the proposal.
2. **Proposal Application Checklist** – Provides applicants with information on where to obtain the required forms; information on program specific requirements; which forms are required and the order in which all components should be assembled and submitted to the state purchasing agency.
3. **Table of Contents** - A sample table of contents for proposals is located in Section 5, Attachments. This is a sample and meant as a guide. The table of contents may vary depending on the RFP.
4. **Proposal Application (Form SPO-H-200A)** - Applicant shall submit comprehensive narratives that addresses all of the issues contained in the Proposal Application Instructions, including a cost proposal/budget if required. (Refer to Section 3 of this RFP.)

5. **Registration Form (SPO-H-100A)** – If applicant is not registered with the State Procurement Office (business status), this form must be submitted with the application. If applicant is unsure as to their registration status, they may check the State Procurement Office website at: <http://www.spo.hawaii.gov>, click *Procurement of Health and Human Services*, and *For Private Providers and Provider Lists...The List of Registered Private Providers for Use with the Competitive Method of Procurement* or call the State Procurement Office at (808) 587-4706.
6. **Tax Clearance** – A certified copy of a current valid tax clearance certificate issued by the State of Hawaii, Department of Taxation (DOTAX) and the Internal Revenue Service (IRS) will be required either at the time of proposal submittal or upon notice of award at the discretion of the purchasing agency.

Refer to Section 4, item III.A.1, Administrative Requirements, and the Proposal Application Checklist to see if the tax clearance is required at time of proposal submittal. The tax clearance application may be obtained from the Department of Taxation website at [www.hawaii.gov/tax/tax.html](http://www.hawaii.gov/tax/tax.html).

- B. **Program Specific Requirements** - Additional program specific requirements are included in Sections 2 and/or 3, Service Specifications and the Proposal Application Instructions, as applicable. If Federal and/or State certifications are required, they are listed on the Proposal Application Checklist.
- C. **Multiple or Alternate Proposals** - Multiple or alternate proposals shall not be accepted unless specifically provided for in Section 2 of this RFP. In the event alternate proposals are not accepted and an applicant submits alternate proposals, but clearly indicates a primary proposal, it shall be considered for award as though it were the only proposal submitted by the applicant.
- D. **Proposal Submittal** - Proposals must be postmarked by USPS or hand delivered by the date and time designated on the Proposal Mail-In and Delivery Information Sheet attached to this RFP. Any proposal post-marked or received after the designated date and time shall be rejected. Note that postmarks must be by United States Postal Service or they will be considered hand-delivered and shall be rejected if late. The number of copies required is located on the Proposal Mail-In and Delivery Information Sheet.
- E. **Wages and Labor Law Compliance** - Before a provider enters into a service contract in excess of \$25,000, the provider shall certify that it

complies with section 103-55, HRS, Wages, hours, and working conditions of employees of contractors performing services. Section 103-55, HRS may be obtained from the Hawaii State Legislature website at <http://www.capitol.hawaii.gov/>. Or go directly to: [http://www.capitol.hawaii.gov/hrscurrent/Vol02\\_Ch0046-0115/HRS0103/HRS\\_0103-0055.htm](http://www.capitol.hawaii.gov/hrscurrent/Vol02_Ch0046-0115/HRS0103/HRS_0103-0055.htm)

*Certification will be required at time of contract award.*

- F. Confidential Information** – If an applicant believes any portion of a proposal contains information that should be withheld as confidential, the applicant shall request in writing nondisclosure of designated proprietary data to be confidential and provide justification to support confidentiality. Such data shall accompany the proposal, be clearly marked, and shall be readily separable from the proposal to facilitate eventual public inspection of the non-confidential sections of the proposal.

**Note that price is not considered confidential and will not be withheld.**

## **VIII. Discussions with Applicants**

- A. Prior to Submittal Deadline.** Discussions may be conducted with potential applicants to promote understanding of the purchasing agency's requirements.
- B. After Proposal Submittal Deadline -** Discussions may be conducted with applicants whose proposals are determined to be reasonably susceptible of being selected for award, but proposals may be accepted without discussions, in accordance section 3-143-403, HAR.

## **IX. Opening of Proposals**

Upon receipt of proposal by a state purchasing agency at a designated location, proposals, modifications to proposals, and withdrawals of proposals shall be date-stamped, and when possible, time-stamped. All documents so received shall be held in a secure place by the state purchasing agency and not examined for evaluation purposes until the submittal deadline.

Procurement files shall be open to public inspection after a contract has been awarded and executed by all parties.

## **X. Additional Materials and Documentation**

Upon request from the state purchasing agency, each applicant shall submit any additional materials and documentation reasonably required by the state purchasing agency in its evaluation of the proposals.

## **XI. RFP Amendments**

The State reserves the right to amend this RFP at any time prior to the closing date for the final revised proposals.

## **XII. Final Revised Proposals**

The applicant's final revised proposal, *as applicable* to this RFP, must be postmarked or hand delivered by the date and time specified by the state purchasing agency. Any final revised proposal post-marked or received after the designated date and time shall be rejected. If a final revised proposal is not submitted, the previous submittal shall be construed as their best and final offer/proposal. *The applicant shall submit **only** the section(s) of the proposal that are amended, along with the Proposal Application Identification Form (SPO-H-200).* After final revised proposals are received, final evaluations will be conducted for an award.

## **XIII. Cancellation of Request for Proposal**

The request for proposal may be canceled and any or all proposals may be rejected in whole or in part, when it is determined to be in the best interests of the State.

## **XIV. Costs for Proposal Preparation**

Any costs incurred by applicants in preparing or submitting a proposal are the applicants' sole responsibility.

## **XV. Provider Participation in Planning**

Provider participation in a state purchasing agency's efforts to plan for or to purchase health and human services prior to the state purchasing agency's release of a request for proposals, including the sharing of information on community needs, best practices, and providers' resources, shall not disqualify providers from submitting proposals if conducted in accordance with sections 3-142-202, 3-142-203 and 3-143-618 of the Hawaii Administrative Rules for Chapter 103F, HRS.

## **XVI. Rejection of Proposals**

The State reserves the right to consider as acceptable only those proposals submitted in accordance with all requirements set forth in this RFP and which demonstrate an understanding of the problems involved and comply with the service specifications. Any proposal offering any other set of terms and conditions contradictory to those included in this RFP may be rejected without further notice.

A proposal may be automatically rejected for any one or more of the following reasons: (Relevant sections of the Hawaii Administrative Rules for Chapter 103F, HRS, are parenthesized)

- (1) Rejection for failure to cooperate or deal in good faith. (Section 3-141-201, HAR)
- (2) Rejection for inadequate accounting system. (Section 3-141-202, HAR)
- (3) Late proposals (Section 3-143-603, HAR)
- (4) Inadequate response to request for proposals (Section 3-143-609, HAR)
- (5) Proposal not responsive (Section 3-143-610 (1), HAR)
- (6) Applicant not responsible (Section 3-143-610 (2), HAR)

## **XVII. Notice of Award**

A statement of findings and decision shall be provided to all applicants by mail upon completion of the evaluation of competitive purchase of service proposals.

Any agreement arising out of this solicitation is subject to the approval of the Department of the Attorney General as to form, and to all further approvals, including the approval of the Governor, required by statute, regulation, rule, order or other directive.

No work is to be undertaken by the awardee prior to the contract commencement date. The State of Hawaii is not liable for any costs incurred prior to the official starting date.

## **XVIII. Protests**

Any applicant may file a protest against the awarding of the contract. The Notice of Protest form, SPO-H-801, is available on the SPO website (see the Proposal Application Checklist in Section 5 of this RFP. Only the following matters may be protested:

- (1) A state purchasing agency's failure to follow procedures established by Chapter 103F of the Hawaii Revised Statutes;
- (2) A state purchasing agency's failure to follow any rule established by Chapter 103F of the Hawaii Revised Statutes; and
- (3) A state purchasing agency's failure to follow any procedure, requirement, or evaluation criterion in a request for proposals issued by the state purchasing agency.

The Notice of Protest shall be mailed by USPS or hand delivered to the DOE Procurement and Contracts Branch and the procurement officer who is conducting the protested procurement (as indicated below) within five working days of the postmark of the Notice of Findings and Decision sent to the protestor. Delivery services other than USPS shall be considered hand deliveries and considered submitted on the date of actual receipt by the state purchasing agency.

Head of State Purchasing Agency		Procurement Officer	
Name:	Patricia Hamamoto	Name:	Debra Farmer
Title:	Superintendent	Title:	Administrator, Special Education Services
Mailing Address:	P.O. Box 2360 Honolulu, Hawaii 96804	Mailing Address:	637 18 <sup>th</sup> Avenue Honolulu, Hawaii 96816
Business Address:	1390 Miller Street Honolulu, Hawaii 96813	Business Address:	637 18 <sup>th</sup> Avenue Honolulu, Hawaii 96816

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**DOE Procurement and Contracts Branch**


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Mailing 94-275 Mokuola Street

Address: Waipahu, HI 96797

Business 94-275 Mokuola Street

Address: Waipahu, HI 96797

**XIX. Availability of Funds**

The award of a contract and any allowed renewal or extension thereof, is subject to allotments made by the Director of Finance, State of Hawaii, pursuant to Chapter 37, HRS, and subject to the availability of State and/or Federal funds.

**XX. Monitoring and Evaluation**

The criteria by which the performance of the contract will be monitored and evaluated are:

- (1) Performance/Outcome Measures
- (2) Output Measures
- (3) Quality of Care/Quality of Services
- (4) Financial Management
- (5) Administrative Requirements

**XXI. General and Special Conditions of Contract**

The general conditions that will be imposed contractually are on the SPO website. (See Section 5, Proposal Application Checklist for the address). Special conditions may also be imposed contractually by the state purchasing agency, as deemed necessary.

**XXII. Cost Principles**

In order to promote uniform purchasing practices among state purchasing agencies procuring health and human services under Chapter 103F, HRS, state purchasing agencies will utilize standard cost principles outlined in Form SPO-H-201 which is available on the SPO website (see section 5, the Proposal Application Checklist). Nothing in this section shall be construed to create an exemption from any cost principle arising under federal law.

# **Section 2**

## **Service Specifications**

## Section 2

### Service Specifications

#### I. Introduction

##### A. Overview, purpose or need

The Hawaii Department of Education (DOE) administers the statewide system of public schools. The scope of educational programs and services of the public schools encompasses grades kindergarten through twelve, and such pre-school programs and community/adult education curricula as may be authorized. In addition to regular programs of instruction and support services, the DOE offers special programs and services for students who are disabled, gifted, learning English as a second language, economically and culturally disadvantaged, school-alienated, or institutionally confined. Applicable Federal and State statutes and regulations govern the provision of some speech-language services (i.e. 34 C.F.R. Section 300 and Hawaii Administrative Rules Chapters 53 and 56).

DOE strives to provide an integrated system of care for children and youth with educational disabilities and related mental health challenges. In October, 1994, the United States District Court, District of Hawaii approved a class action lawsuit in the case of Felix vs. Waihe'e, Civil No. 93-00367-DAE (now known as Felix vs. Lingle) and entered a consent decree (hereinafter Federal Consent Decree). In accordance with this Federal Consent Decree, the State has agreed to provide all necessary services for youth certified as eligible under the Individuals with Disabilities Education Act (IDEA) or youth certified as disabled under Section 504-Subpart D of the Rehabilitation Act of 1973 (as amended in 1974) to benefit from their education.

The Speech-Language Pathology (SLP) Program, Special Education Section, is responsible for the provision of mandated educationally related services of speech-language therapy to eligible children with special needs enrolled in the public schools.

Speech-Language therapy services are provided to assist students with special needs to benefit from individualized educational programs as mandated by the Individuals with Disabilities Education Act (IDEA) and local regulations. The aim of the speech-language therapy program is to assess students, identify needs for speech-language/communication intervention and to provide the necessary services to enable them to benefit from special education.

Speech-language therapy services are provided to students with various educational certifications. Speech-language pathologists may travel from school to school to assess and/or deliver speech-language services. Each speech-language pathologist may provide services to several schools within the assigned geographic area.



***For this RFP, DOE expects to participate in Medicaid reimbursement to eligible students. DOE will require verification of licensure subject to the terms of this RFP in context of Medicaid reimbursable activities. This requirement does not supercede the provider credentials required in the service activities. Agencies awarded a contract under this RFP will be subject to administrative claiming for all eligible services regardless of licensure, and will be expected to participate in time studies by DOE or their agent(s) three times a year, or more frequently if required. All services under this RFP will be subject to Medicaid audit.***

The purpose of this request for proposal (RFP) is to solicit private providers of speech-language services (agencies and/or individuals) interested in providing speech-language assessments and treatment that reflect a curriculum-based educational model within the Comprehensive Student Support System (CSSS). DOE anticipates the need to develop contracts to augment DOE employees in the provision of speech-language therapy services on a timely basis for identified students. The purpose of this RFP is to assure that resources to students who require speech-language services in the State of Hawaii will continue to receive the necessary assessments and educationally related speech-language services as defined in their Individualized Educational Program (IEP) or Modification Plan (MP).

The CSSS educational model is a strengths-based, multi-disciplinary team decision-making model focusing on learning and development. It is based upon the understanding that an individual's capacity to meet expectations is based upon unique inherent characteristics and previous learning opportunities. In the area of speech-language pathology it promotes prevention and early intervention to increase communication skills of all students. Some students with communication disabilities will require direct therapy services to address these needs and assist with the generalization of newly learned skills into the general education curriculum.

The types of services that may be necessary to contract through this RFP are as follows: (1) Educational Team Meeting Participation, (2) Speech-language Assessment, (3) Speech-Language Therapy, (4) Consultation Services and (5) Administrative Time (i.e. report writing, documentation of visits, therapy preparation, etc.). Please see Part III Scope of Work for details on performance standards.

## **B. Description of the goals of the service**

The goal of this RFP is to provide speech-language therapy resources statewide. DOE is seeking a statewide or district contract(s). It is anticipated that the contract awarded as a result of this RFP will be to provide speech-language services to students referred in the specific geographic area assigned by DOE including, as applicable, short-term coverage of less than 12 months.

Speech-language pathology services are provided within the context of DOE CSSS. As part of an integrated programmatic approach, these services are designed to provide the personalized support necessary to assist students to

successfully engage in standards based educational by overcoming individual barriers to learning. The primary goal is to remove communication barriers to learning through the provision of speech-language services to students, emphasizing the development of skills necessary to meet the communication demands of learning and accessing the school community environment.

Speech-language pathology services provided are to be curriculum based and integrated with DOE standards. IEPs or MPs will be developed collaboratively with school teams to assure services are accountable, cost effective, performance based, and results in measurable outcomes to foster independence and enhance the student's ability to make progress on IEP/MP goals and objectives.

### **C. Description of the target population to be served**

Students eligible for the services described in this RFP must meet at least one of the following criteria:

- Students (ages 3-20) in need of a timely speech-language assessment to support the consideration of eligibility for IDEA or 504 services.
- Students who have been certified as having an educational disability as part of IDEA or Section 504 Subpart D, and who are in need of speech-language services in order to benefit from their free and appropriate public education.

Educational certifications of students served include: autism, deaf, deaf & blind, developmental delay, emotional impairment, hearing impaired, multiple disabilities, mental retardation, other health impairment, orthopedic impairment, specific learning disability, speech language impairment, traumatic brain injury and 504 eligible students.

### **D. Geographic coverage of service**

The DOE provides service to schools on 7 islands.

Estimated number of hours (based upon an eight hour day, 190 day school year), including direct service and administrative time, required per district are as listed in the following table. The number of students and hours may vary depending on their therapy needs.

DOE estimates that at this time, no services will be required for some Districts on Oahu. Contingent upon future needs, Contractor shall be required to provide services to these districts upon request.

Island	District	# Of hours
Oahu	Honolulu	0
	Windward	0
	Central	0
	Leeward	14,720
Hawaii	Hawaii	5,888
Maui/Lanai/Molokai	Maui	2,944
Kauai	Kauai	2,944
TOTAL		26,496

**E. Probable funding amounts, source, and period of availability**

It is expected that state and federal funds will be used to support the services. An estimated amount not to exceed \$2 million per year may be available, contingent upon appropriation of funds and need of services. The appropriation may be extended provided availability of said funds.

A decrease in funding may occur depending upon the need for services. It is expected that funding at least at this current level would be allocated for this contract period.

**II. General Requirements****A. Specific qualifications or requirements, including but not limited to licensure or accreditation**

1. The Applicant shall comply with the Chapter 103F, HRS Cost Principles for Purchases of Health and Human Services identified in SPO-H-201 (Effective 10/1/98), which can be found on the SPO website (See Section 5, POS Proposal Checklist, for the website address).
2. The Applicant's personnel must meet the American Speech-Language Hearing Association (ASHA) national certification standards, possess an ASHA Certificate of Clinical Competency in the area of Speech-Language Pathology (CCC-SLP), and a license to practice speech-language pathology in the State of Hawaii.
3. Applicant shall have in place an administrative structure capable of supporting the activities required by the RFP. Specifically, there must be clinical, financial, accounting and management information systems, and an organizational structure to support the activities of the Applicant.
4. The Applicant shall assign personnel to attend provider meetings as scheduled by the DOE.
5. The Applicant shall cooperate with the DOE in approved research, training, and service projects provided that such projects do not substantially interfere with the applicant's service requirements as outlined in this RFP.
6. The Applicant shall comply with all applicable policies and procedures of the DOE and the State of Hawaii.
7. Applicant shall submit to the DOE a copy of the Applicant's operating policies and procedures, including all revisions and updates, at the Applicant's expense immediately upon request by DOE.
8. "Research based practice" shall be incorporated in all therapy services. Research based practice is defined as a body of research findings that produce the most efficacious outcomes for children with disabilities, has literature to support the practice, and has a system for implementing and maintaining program integrity.

9. Applicant's personnel must pass a suitability clearance (criminal history check) to work in the Hawaii Public School System.

**B. Secondary purchaser participation**

(Refer to §3-143-608, HAR)

After-the-fact secondary purchases will be allowed.

Planned secondary purchases

The secondary purchaser will execute a separate contract.

**C. Multiple or alternate proposals**

(Refer to §3-143-605, HAR)

☐ Allowed ☒ Unallowed

The Applicant may submit a proposal in the following manner:

- (1) Statewide in which the Applicant can provide services in all districts,
- (2) Individual district(s) in which the Applicant can provide services in a specific district(s).

**D. Single or multiple contracts to be awarded**

(Refer to §3-143-206, HAR)

☐ Single ☐ Multiple ☒ Single & Multiple

Criteria for multiple awards:

Applicants who meet all requirements based on the criteria listed in Section 4—Evaluation shall be qualified to enter into a contract with the DOE.

Qualified applicants who obtain a score of 70 or higher in Section 4 – Evaluation will be placed on the Treatment Procurement list for SLP service providers and will be eligible to enter into a contract with DOE under this RFP. All qualified proposals will be ranked from highest to lowest score.

Selection for contracts will be given to the highest ranking provider until capacity of the provider is met, and will proceed in a descending manner until the needs of DOE is met (i.e., DOE will select provider #1 until their proposed capacity is met, followed by provider #2 until proposed capacity is met, etc.)

The State will evaluate all proposals, select, and award contracts determined to be the most advantageous as delineated further in Section 4—Evaluation.

**E. Single or multi-term contracts to be awarded**

(Refer to §3-149-302, HAR)

☐ Single term ( $\leq 2$  yrs)☒ Multi-term ( $> 2$  yrs.)

Contract terms:

Initial Term of Contract	One (1) year
Length of each extension	One (1) year
Number of possible extensions	Three (3) extension
Maximum length of contract	Four (4) years
Initial period	Shall commence on the contract start date
Conditions for extension	Extension must be in writing, and is contingent upon potential changes to DOE's approach to service delivery, availability of funding beyond first year, and upon mutual agreement

**F. RFP contact person**

The individual listed below is the sole point of contact from the date of release of this RFP until the selection of the successful provider or providers. Written questions should be submitted to the RFP contact person and received on or before the day and time specified in Section I, Item IV (Procurement Timetable) of this RFP.

Verna Chinen, State SLP Coordinator  
 Department of Education, Student Support Services Branch  
 637 18<sup>th</sup> Avenue  
 Honolulu, Hawaii 96816  
 Phone Number: (808) 733-4835  
 Fax Number: (808) 733-4841

**III. Scope of Work**

The scope of work encompasses the following tasks and responsibilities:

**A. Service Activities**

(Minimum and/or mandatory tasks and responsibilities)

**Assessments**

Providers must be able to conduct speech, language, and/or communication assessments as deemed necessary by Student Support Teams (SST) to determine presence or absence of speech, language and/or communication disability, as it pertains to a student's ability to progress in the general education curriculum.

All assessments of students must:

- Be determined by the student support team
- Involve direct face to face contact with the individual student

- Include input from others who are knowledgeable of the student
- Integrate information from all sources of information such as standardized assessments, informal observations, parent/teacher reports, etc.
- Address the impact the suspected disability has on the student's ability to progress in an educational setting

Assessments of articulation skills (speech-sound production) or phonological processes are to include:

- Sampling of connected speech to determine intelligibility
- Administration of standardized tests appropriate for age and cognitive ability
- Teacher and/or parent interviews to address speech and language concerns, including their impression of skills such as articulation concerns, frequency of occurrence, developmental history of speech and language and any other relevant data as it pertains to communication
- Examination of the structure and function of oral mechanism as it affects speech-sound production
- Hearing screening
- Screening of all other communication skills (i.e. fluency skills, voice quality, language skills, etc) to rule out any other communication issues

Documentation of articulation skills shall take the form of a written report which shall include the following:

- Judgment of intelligibility of connected speech,
- Data from standardized tests
- Description of articulation errors or phonological processes exhibited by the student with an analysis to differentiate between developmental errors, cultural differences or disordered speech
- Findings which address the nature of the problem, frequency of occurrence and severity of the problem, and the impact the communication problem has on the student's ability to function in his/her current educational setting
- Integration of all findings, i.e. standardized assessments, observations and parent/teacher reports
- Areas of strength
- Areas of need as it relates to communication
- A statement which addresses the impact the student's articulation disorder would have on his/her ability to progress in the current general education curriculum

Assessments for fluency are to include:

- Observation of behavioral components, including but not limited to repetitions, prolongations, sustained articulatory posturing, schwa replacement, physical concomitants, rhythm, rate, and physical effort
- Consideration of any emotional components that may accompany the concern regarding fluency
- Consideration to any cognitive components that may accompany the concern regarding fluency

- Parent/teacher interview and observations regarding fluency skills in natural settings and with peers
- Teacher and/or parent interview to address speech and language concerns in a natural setting, including their impression of stuttering behaviors, frequency of occurrence, developmental history of speech and language and any other relevant data as it pertains to communication
- Examination of the structure and function of oral mechanism as it affects fluency skills
- Hearing screening
- Screening of all other communication skills, i.e. articulation skills, voice quality, language skills, etc., to rule out any other communication issues

Documentation of fluency skills shall take the form of a written report which shall include the following:

- Judgment of intelligibility of connected speech,
- Data from standardized tests if appropriate
- Description of frequency and intensity of stuttering behaviors as exhibited by the student, with an analysis to differentiate between developmental errors, cultural differences or disordered speech
- Teacher and/or parent interview to address speech and language concerns in a natural setting, including their impression of skills such as stuttering behaviors, fluent moments, frequency of occurrence, developmental history of speech and language and any other relevant data as it pertains to communication
- Integration of all findings, i.e. standardized assessments, observations and parent/teacher reports
- Findings which address the nature of the problem, frequency of occurrence and severity of the problem, and the impact the communication problem has on the student's ability to function in his/her current educational setting
- Areas of communication strengths
- Areas of need as it relates to communication
- A statement which addresses the impact the student's fluency disorder would have on his/her ability to progress in the current general education curriculum

Assessments for voice are to include:

- Analysis of the student's pitch, loudness, voice quality, and resonance
- Parent/teacher interview to address concerns regarding voice quality and appropriate use of voice throughout the day
- Observations of possible voice abuse/misuse in a natural setting
- Consideration of any emotional components that may accompany the voice concerns
- Consideration to any cognitive components that may accompany the voice concerns
- Consideration of any medical components as it relates to the student's voice
- Examination of the structure and function of oral mechanism as it affects the student's voice

- Hearing screening
- Screening of all other communication skills, i.e. articulation skills, voice quality, language skills, etc., to rule out any other communication issues

Documentation of voice skills shall take the form of a written report which shall include the following:

- Judgment of intelligibility of connected speech,
- Data from standardized tests if appropriate
- Description of frequency and intensity of vocal behaviors as exhibited by the student, with an analysis to differentiate between developmental errors, cultural differences or disordered speech
- Teacher and/or parent interview to address voice concerns, including their impression of skills frequency of occurrence, history of voice, and any other relevant data as it pertains to parameters of voice
- Integration of all findings, i.e. standardized assessments, observations and parent/teacher reports
- Findings which address the nature of the problem, frequency of occurrence and severity of the problem, and the impact the communication problem has on the student's ability to function in his/her current educational setting
- Areas of strength
- Areas of need as it relates to communication
- A statement which addresses the impact the student's voice disorder would have on his/her ability to progress in the current general education curriculum

Assessments for language and/or communication are to include:

- Observation of the student's skills regarding the form of language (phonology, morphology and syntax)
- Observation of the student's skills regarding the content of language (semantics)
- Observation of the student's use of language in communicative interactions (pragmatics/social communication)
- Functional assessment measures such as language sampling/narratives, classroom performance assessments, criterion referenced activities (e.g. story re-telling skills),
- Documentation of language/communication skills in relationship to oral communication standards
- Administration of standardized test(s) which address language skills and are appropriate for the student's age, developmental and/or cognitive capabilities
- Examination of the structure and function of oral mechanism as it affects language skills,
- Hearing screening,
- Parent/teacher interview and observation and
- Data to substantiate adverse effect of the language and/or communication disorder on educational performance.

Documentation of language skills shall take the form of a written report which shall include the following:



- Data from standardized tests if appropriate
- Description of frequency and intensity of language behaviors as exhibited by the student, with an analysis to differentiate between developmental errors, cultural differences or disordered language skills,
- Teacher and/or parent interview to address language/communication concerns, including their impression of language comprehension, oral expression, social communication, situations in which problems occur, frequency of occurrence, history of language development and any other relevant data as it pertains to language/communication development,
- Integration of all findings, i.e. standardized assessments, observations and parent/teacher reports
- Findings which address the nature of the problem, frequency of occurrence and severity of the problem, and the impact the communication problem has on the student's ability to function in his/her current educational setting
- Areas of strength
- Areas of need as it relates to communication
- A statement which addresses the impact the student's language/communication disorder would have on his/her ability to progress in the current general education curriculum

### **Therapy Services**

Development of the speech-language therapy program for an individual student must:

- Involve collaboration and consultation with the IEP team which should include but is not limited to the administrator, special education teacher (when therapy is delivered as a related service), regular education teacher, and parents,
- Involve evidence based practice,
- Utilize an educational model in the delivery of services,
- Reflect DOE standards,
- Have direct correlation to the general education curriculum,
- Utilize strategies and/or accommodations which are efficient and effective for the student as he/she progresses toward achievement of standards,
- Consider the student's chosen communication mode and linguistic system,
- Take into consideration the student's cultural background and community,
- Include materials and approaches that are appropriate to the student's chronological and/or developmental age, physical and sensory abilities, and cognitive status, and
- Be developed, utilizing a delivery option which best meets the needs of the student (may be individual sessions, small group sessions, inclusive classroom sessions, or a combination of any of the above) in the least restrictive environment

Implementation of speech-language services must:

- Be determined by the IEP team

- Involve direct face to face contact with the student individually, in small groups, in an inclusive classroom setting or in any combination which meets the needs of the student
- Involve collaboration with teachers and parents
- Involve consultation with teachers, parents, other school staff to ensure generalization of skills to individuals (other than the SLP) and/or situations
- Be delivered as the student's special education program or as a related service.
  - Special Education Program is defined as: the speech and/or language therapy service which is the specialized instruction that the student receives to meet his/her unique needs as a student with a disability.
  - Related Service: the speech and/or language service is provided to the student whose disability has communication components; however, is not the primary cause of the learning difficulty. In this situation the speech/language service is required to assist a student with a disability benefit from special education
- Be carried out in accordance with the student's Individualized Educational Program (IEP), 504 Modification Plan (MP) or Private School Participation Project Services Plan.

### **Participation in Educational Team Meetings**

SLPs must be available to attend any educational team meeting as requested by DOE personnel. SLPs must be knowledgeable in the areas of normal and disordered speech, language and communication development to participate and provide input in the required meetings. The following is a description of the types of meetings that SLPs may be asked to attend.

**Student Support Team** meetings are to allow for discussion, consultation regarding a student's communication needs. These meetings may involve but are not limited to: suggestions regarding regular education programming or school level assistance; or decisions to be made regarding the need for specific speech-language assessments under Chapter 53 or Chapter 56.

**Eligibility Conferences** are meetings to allow for discussion of assessment findings and determination of eligibility for special education. The provider must be able to discuss speech-language findings, consider findings in conjunction with findings of all team members, help teams determine the impact findings have on educational progress and make suggestions and/or recommendations to the team regarding the student's performance levels and its impact on learning. To interpret findings, the provider along with the school team must examine:

- Student's areas of strengths and needs,
- Comparison of the student's performance with the age/grade expectations;
- Consistencies and contrasts in the student's performance;

- Patterns and trends in the student's performance across assessment measures;
- Student's performance in the current program/placement;
- Whether a lack of instruction in reading and/or math, or limited English proficiency is the sole determinant factor of learning difficulties;
- The State of Hawaii eligibility criteria;
- Whether the student has a disability and is in need of special education and related services because of the disability.

**Individualized Education Program (IEP), Modification Plan (MP), and Services Plan** meetings are held to allow school team members to work together to develop an educational program for students with disabilities. The provider must be able to attend these meetings to look closely at the student's unique needs. They must be able to work collaboratively with the team and pool knowledge, experience, and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability.

Other team meetings may be held to allow for planning purposes, parent-teacher conferences, etc. Participation in and attendance at these meetings should be left up to the discretion of the administrator taking into consideration the relevance of the SLP's input.

SLPs must participate in district staff meetings and training as required by the administrator in charge.

All Applicants responding to the RFP must have their personnel adhere to the following provisions:

- Sign in at the school office when entering a school campus, and sign out when leaving a school campus,
- Wear appropriate identification when visiting any DOE school campus or office,
- Maintain a professional attitude, work ethic and appearance,
- Be accessible to observations without notice by designated DOE personnel.
- Provide educationally relevant, curriculum based speech-language services,
- Provide services as specified in the IEP, MP, or Services Plan,
- Provide services at the school or at a site identified as appropriate by the IEP or MP team,
- Maintain appropriate levels of contact (as specified per service) with families and school /district personnel.
- Provide written documentation by timelines as specified above.
- Demonstrate competency in the services to be provided, including specific competencies related to test administration, interpretation, and delivery of curriculum based therapy.
- Maintain confidentiality of student records at all times as mandated under all applicable laws and regulations. All information obtained by the contractor or SLPs about individuals receiving services shall be held

confidential and shall not be disclosed unless written consent is received by the individual's parent or legal guardian. Confidential school records shall not be removed from schools.

- Maintain necessary computer equipment, assessment tools, therapy materials or supplies, and or adaptive equipment provided by DOE. Should computer equipment, assessment tools, therapy materials or supplies, or adaptive equipment be damaged or stolen while in the SLP's possession, the SLP and/or SLPs employer will be responsible for the repair or replacement of such items.
- Demonstrate capability to provide timely scheduling of appointments, processing of documents and participation in conference meetings.
- Adhere to school year calendar regarding scheduling of students.
- Provide the DOE district office and schools with a roster and therapy schedule of assigned students within two weeks of assignment.
- Participate in any mediation activities or due process hearings in relationship to students on the caseload of the SLP
- Participate in any videotaping activities which deal with the documentation of student progress
- Participate in training regarding the following topics:
  - IDEA, Section 504, Chapter 56 and Chapter 53 requirements
  - Procedures and eligibility criteria
  - A review of the Comprehensive Student Support System (CSSS)
  - ISPED
- Conduct therapy sessions on school days, during the hours of 7:30 am – 4:00 pm at the assigned school. Summer session/extended school year inter-sessions shall be considered as school days whereby services can be provided upon the request of the DOE.
- Follow state guidelines regarding absences.
- Obtain written approval from the District Educational Specialist or school administrator regarding reporting to school sites on non-instructional days.
- Provide written documentation of work activities on non-instructional days. Work activities on non-instructional days may be authorized for, but are not limited to the following:
  - Conferring with other team members outside the IEP/MP setting in order to fulfill a DOE request beyond those inherent to direct service provision,
  - Participate in a due process hearing at the request of the DOE,
  - Completion of supplemental reports,
  - Participation in training required by and under the direction of DOE.
- Upon termination of the DOE assignment the SLP must turn in all pertinent reports, ensure student records, therapy logs are up to date, return equipment (computers, audiometers, assistive technology devices, etc) in working order, ensure therapy materials are in usable condition, and return all DOE materials such as keys, office supplies, etc. to the appropriate place/person. Failure to do so by any employee of the applicant will result in withholding of final payment and may impact future contracts.

## **B. Management Requirements (Minimum and/or mandatory)**

### **1. Personnel**

**Any Applicant is strictly prohibited from recruiting or employing any Speech-Language Pathologist employed within the State Department of Education and speech-language pathologist residing within the state. Any violation of this clause shall result in immediate termination of the contract and may influence future contracts.**

**Furthermore, the Applicant is strictly prohibited from recruiting any University of Hawaii student who has received a stipend from the Memorandum of Agreement between the John A. Burns School of Medicine, Department of Speech Pathology and Audiology, and Department of Education. Any violation of this clause shall result in immediate termination of the contract and may influence future contracts.**

Applicants may choose to hire direct employees, or establish a network of professional providers. If the Applicant utilizes a network of independent providers, each practitioner must meet the state requirements to provide speech-language pathology services as an independent practitioner.

Applicants assume all responsibility for quality of work provided by employees and subcontracted providers. The contractor is responsible for monitoring the work of all subcontractors and ensures that expectations and responsibilities of the contractor and its employees are equally placed on subcontracted providers. Each contractor must identify how personnel will be trained to ensure provided services are consistent with an educational model and are consistent with empirically validated interventions for populations as addressed in the proposal.

Contractors must address supervision and monitoring of the quality of services of all employees and contracted personnel.

#### *National Certification of Clinical Competency:*

The Applicant shall provide the State Speech-Language Pathologist Coordinator with a current copy of the employed SLP's Certificate of Clinical Competency from the American Speech-Language Hearing Association. (Clinical Fellowship Year applicants will NOT be accepted) Documentation must be provided prior to any employee of the applicant being assigned to any work site.

*Hawaii State Licensure:* Applicants shall provide the State Speech-Language Pathologist Coordinator with a current copy of the employed SLPs state of Hawaii license to practice speech-language pathology. Documentation must be provided prior to any employee of the applicant being assigned to any work site.

***Mandatory Criminal Background Checks:*** The Applicant shall perform fingerprint and criminal background checks at applicant's expense, for all of its employees and subcontracted providers. A copy shall be provided to the DOE. Fingerprinting required under this section shall be completed before any employee of the applicant is assigned to any work site.

***Verification of Mandatory Criminal Background Checks:*** The Applicant shall maintain a record of the mandatory criminal background check performed on each of its employees in compliance with the above. A local criminal records check is required every three years. Additionally, the Applicant shall maintain and update a list of all new employees that documents the status and completion dates of the mandatory background checks.

***Health and Safety:*** The Applicant shall provide documentation on all employees and/or subcontracted providers of tuberculosis clearance before any employee of the Applicant is assigned to a work site.

DOE reserves the right to review and inspect all required records of employees and/or subcontractors without notice.

## **2. Administrative**

The Applicant shall provide for the continuity of speech-language services as outlined in this RFP without any additional cost to the State of Hawaii. A detailed plan of action shall be provided to DOE upon request, detailing how SLP services will continue whenever there is a change in personnel.

All Applicants must identify procedures to maintain personnel/provider files of training, supervision, appropriate credentialing and re-credentialing, and ongoing monitoring of all SLPs. This policy and adherence to the set standards shall be subject to inspection by DOE.

Applicants must identify how they would provide the necessary infrastructure to support the provision of services.

An organization chart must be included which clearly defines the provider's lines of authority and organizational functions.

Applicants must also submit curriculum vitae for the organization's officers and SLPs. Vitae updates must be submitted to DOE when there are any changes of officers and direct service personnel.

Applicants must maintain a written policy and procedure that will identify the applicant's process for primary source verification of all personnel. This policy and adherence to the set standards shall be subject to inspection by DOE.

The Applicant shall meet quarterly with the DOE representative to assure compliance with the scope of services.

The Applicant is prohibited from recruiting Employees of the State of Hawaii. Violation will incur a penalty.

### 3. **Quality assurance and evaluation specifications**

All Applicants will identify how they intend to comply with quality assurance plans approved by the DOE. DOE reserves the right to inspect any or all records without notice as specified below.

The Applicant shall have a quality assurance plan, which identifies the mission of their organization, what services will be provided, and the standards used to assess or evaluate the quality and timely delivery of services as well as continuous improvement. The quality assurance plan should also indicate corrective actions to be taken if any deficiencies are noted. This plan and the agency's adherence to it, is subject to inspection by DOE.

All Applicants must participate in at least annually, and frequently quarterly contract monitoring. This contract monitoring is based on compliance with all the administrative and fiscal aspects of the contract. All documentation (i.e. professional therapy logs) and all student records must be made available for audits scheduled by DOE.

### 4. **Output and performance/outcome measurements**

The Applicant will submit monthly reports and statistics as specified by the State Speech-Language Pathologist Coordinator. (See Section 5, for Attachments: DOE Sign In Sheet; DOE Attendance Log.)

At a minimum these measures must include:

- Satisfaction of parents and schools with the services
- Treatment progress and outcome measures related to academic achievement and speech-language/communication function in school and at home
- Timeliness of services, including indication of percentage of assessments completed and submitted within the timelines specified by law, and time from authorization of service to initiation of service.
- Submission of monthly reports and statistics as specified by DOE

#### **Written Reports**

This section shall apply to all service activities completed by SLPs. (i.e., assessments, initial eligibility conferences, re-evaluation conferences, progress reporting or therapy sessions).

SLPs must complete and furnish all written assessment reports IEPs/MPs, and annual progress reports within timelines set forth by school teams as mandated by Hawaii Administrative Rules Title 8,

Department of Education, Chapter 56, Provision of a Free Appropriate Public Education for a Student with a Disability (Chapter 56).

### ***Assessment Reports***

SLPs must write speech-language assessment reports. Written assessment reports are to address but are not limited to the following:

- Data from standardized assessments,
- Data from functional assessments
- Interpretation of standardized data and utilization of functional data to validate results of standardized tests
- Input from teacher/parent observations to substantiate findings
- Speech, language and or communication areas of strength
- Speech, language, and/or communication areas of need
- Statement as to the adverse effect performance levels have on the student's ability to progress in the general education curriculum
- Summary of findings with educational implications

**All written assessment reports must be entered into ISPED within the time frames set forth at the Student Support Team (SST) meeting.** Failure to submit the report on time will incur a fine of \$25.00 per week which will accrue on the first day of each week from the date the report was due. This deadline may be tolled for extenuating circumstances by written notice from the SST administrator. The notice shall designate the next date the report is due. No additional time may be billed for corrections. .

### ***Individualized Education Programs (IEPs)/Modification Plans***

**(MP):** SLPs must have the ability to write Individualized Education Programs which incorporate and integrate findings from assessments, teacher and parent interviews, and observations. Draft IEPs must be written by the date specified by the school teams. IEPs are to include the following:

- Statement of the student's present levels of educational performance, including how the student's disability affects the student's involvement and progress in general education
- Measurable\* annual goals including short term objectives or benchmarks related to meeting the student's needs that result from his/her disability (\*Measurable is to mean that goals and objectives must reflect behaviors that can be measured)
- Reasonable\* annual goals, benchmarks and/or short term objectives which enable the student to progress in the general education curriculum (\*Reasonable means a description of what a student is reasonably expected to accomplish within a 12 month period)
- Annual goals which are aligned with the Hawaii Content Performance Standards,
- An integrated approach to the development of functional speech/language/communication I skills across various environments (such as school, home and community)



**All IEPs/MPs must be entered into the ISPED module within 48 hours of completion of the IEP/MP meeting.** Failure to submit the report on time will incur a fine of \$25.00 per week which will accrue on the first day of each week from the date the report was due. This deadline may be tolled for extenuating circumstances by written notice from the IEP/MP team administrator. The notice shall designate the next date the report is due. No additional time may be billed for corrections.

**Therapy Log:** SLPs must note progress in therapy logs. Therapy logs are daily notes which providers are to utilize to document progress and/or lack of progress. It may also be used to document specific behaviors or events which can influence therapy sessions.

Documentation will occur for each face-to-face session with the student or consultation session with teacher, parent, or other appropriate team member. This data must relate to the goals and objectives set forth in the IEP, MP, or Services Plan.

Therapy logs shall be considered educational records and property of the Hawaii Department of Education. Upon completion of the school year, therapy logs will be filed with the student's respective speech-language services folder.

**Quarterly Progress Reports:** SLPs must write concise progress reports on a quarterly basis. These notes are to be written to explain to parents, student progress on goals and objectives. Progress notes must be written in terminology which is easily read and understood by those who are not in the field of speech-language pathology. It must reflect progress and/or lack of progress on IEP goals and objectives in the therapy setting, as well as generalization of skills into the classroom setting, or other settings as appropriate.

Quarterly summary reports must be entered into ISPED at the end of each quarter. Summary reports shall be entered within 10 calendar days after the end of each quarter. Failure to submit the report on time will incur a fine of \$25.00 per week which will accrue on the first day of each week from the date the report was due. This deadline may be tolled for extenuating circumstances by written notice from the IEP/MP team administrator. The notice shall designate the next date the report is due. No additional time may be billed for corrections.

**Documentation:** SLPs must keep documentation of sessions as required by the State and District including, but not limited to computerized visit records, and/or attendance logs.

**Visit Records:** SLPs must document face-to-face therapy sessions with students on ISPED within 48 hours of its occurrence. In the event this is not possible due to technical difficulties, the therapy session will be documented in a paper format (see attendance sheet, Attachment D) and entered into ISPED by the provider at a later time.

## 5. **Experience**

Ideally, Applicant will have prior experience with provision of speech language services in an educational setting.

## 6. **Coordination of services**

Contractor may be required to coordinate services with other agencies and community organizations as related to the students IEP/MP.

## 7. **Reporting requirements for program and fiscal data**

### Tax clearance

The provider must submit the original tax clearance certificate upon the execution of a contract, and with the final invoice.

### Invoices

Original invoices plus Attendance sheets (Attachment D) and DOE Sign In Sheets (attachment C) must be submitted within 14 calendar days after the last day of each calendar month to the State SLP Coordinator. All appeals and corrections for reporting/invoice rejections must be resolved within the next 60 calendar days and late claims will not be accepted. Any appeals and corrections for reporting/invoice rejections shall constitute the end of DOE's requirement to pay within 30 days upon receipt of the original invoice. DOE's requirement to pay within 30 days starts on the day the corrected invoice is re-submitted and accepted by DOE.

Providers are responsible for all written reports, IEPs, MPs, progress reports, and documentation/charting for each therapy session.

Providers are responsible for keeping student therapy logs on students which document activities covered during the therapy session, student responses, or consultation with school staff or parents. DOE reserves the right to inspect therapy records without notice.

Providers are required to input information in the ISPED modules such as: (1) IEP/MP or Services Plans; (2) Visit Log; and (3) Progress Report and other modules that DOE requires provider's data input as delineated in the "Services Activities" section. For any event in which work was done with the student, a visit record must be entered into ISPED within one week of its occurrence. If in the event this is not possible, then such event shall be documented in writing, and shall be at the discretion of the DOE.

Mandatory ISPED training and ongoing support, as needed, will be provided by DOE. Quarterly progress reports must be entered into ISPED denoting quantifiable gain or lack thereof of the skills being taught. Reports are due seven (7) calendar days prior to when report cards are due.

The provider shall, at the completion of the contract period, submit a final written report summarizing contract performance to include work outcomes, difficulties encountered, etc. to the DOE in a format to be prescribed by the DOE.

**8. Pricing structure or pricing methodology to be used**

Hourly Rate

DOE shall pay for hours worked, not to exceed an eight (8) hour workday, or forty (40) hour work week. No overtime pay in excess of these maximum hours shall be allowed. DOE shall not reimburse for mileage and travel expenses.

**9. Units of service and unit rate**

Therapy services include assessment, evaluation, consultation, documentation, treatment, IEP meetings, and care coordination. Proposed hourly rate is to be submitted by Applicant in the POS Proposal Application (refer to Section 3 of this RFP).

In proposing unit rate (up to \$52.00 per hour), include all direct and administrative costs. Administrative costs may include but are not limited to: travel, phone communication, report writing, and inputting into ISPED unless specified in the scope of work.

**IV. Facilities**

Not applicable to this RFP.

## **Section 3**

# **Proposal Application Instructions**

## Section 3

# Proposal Application Instructions

### General instructions for completing applications:

- *Proposal Applications shall be submitted to the state purchasing agency using the prescribed format outlined in this section.*
- *The numerical outline for the application, the titles/subtitles, and the applicant organization and RFP identification information on the top right hand corner of each page should be retained. The instructions for each section however may be omitted.*
- *Page numbering of the Proposal Application should be consecutive, beginning with page one and continuing through for each section. **See sample table of Contents***
- *Proposals may be submitted in a three ring binder (Optional).*
- *Tabbing of sections (Recommended).*
- *Applicants must also include a Table of Contents with the Proposal Application. A sample format is reflected in Section 5, Attachment B of this RFP.*
- *A written response is required for **each** item unless indicated otherwise. Failure to answer any of the items will impact upon an applicant's score.*
- *Applicants are **strongly** encouraged to review evaluation criteria in Section 4, Proposal Evaluation when completing the proposal.*
- *This form (SPO-H-200A) is available on the SPO website (for the website address see the Proposal Application Checklist in Section 5, Attachments). However, the form will not include items specific to each RFP. If using the website form, the applicant must include all items listed in this section.*

### The Proposal Application comprises the following sections:

- *Title Page*
- *Table of Contents*
- *Program Overview*
- *Experience and Capability*
- *Project Organization and Staffing*
- *Service Delivery*
- *Financial*
- *Other*

#### I. Program Overview

Applicant shall give a brief overview to orient evaluators as to the program/services being offered.

#### II. Experience and Capability

##### A. Necessary Skills

The applicant shall demonstrate that it has the necessary skills, abilities, and knowledge relating to the delivery of the proposed services.

**B. Experience**

The applicant shall provide a description of projects/contracts pertinent to the proposed services.

The Applicant shall also provide a listing of verifiable experience with projects or contracts for the most recent five years that are pertinent to the proposed services. Applicant is encouraged to include points of contact, addresses, email addresses, and phone numbers. The State reserves the right to contact references to verify experience.

**C. Quality Assurance and Evaluation**

The applicant shall describe its own plans for quality assurance and evaluation for the proposed services, including methodology.

The Applicant shall describe how it will oversee continuing education needs and resolution of identified problems with program practice.

**D. Coordination of Services**

The applicant shall demonstrate the capability to coordinate services with other agencies and resources in the community.

**E. Facilities**

Not applicable to this RFP.

**III. Project Organization and Staffing****A. Staffing****1. Proposed Staffing**

The applicant shall describe the proposed staffing pattern, client/staff ratio and proposed caseload capacity appropriate for the viability of the services. (Refer to the personnel requirements in the Service Specifications, as applicable.)

The Applicant shall describe personnel that will provide identified services, including how the employee will go from one school site to another in the assigned geographic area.

**2. Staff Qualifications**

The applicant shall provide the minimum qualifications (including experience) for staff assigned to the program. (Refer to the qualifications in the Service Specifications, as applicable)

The Applicant shall describe how personnel are evaluated not only for the mandatory background checks, but also for competence and ability to deliver the services in conformity with Applicant's own policies and within the requirements of this RFP.

## **B. Project Organization**

### **1. Supervision and Training**

The applicant shall describe its ability to supervise, train and provide administrative direction relative to the delivery of the proposed services.

The Applicant shall address its ability to train its personnel with a description of the training program, how it will be enforced and implemented, and what it entails should be specific.

### **2. Organization Chart**

The applicant shall reflect the position of each staff and line of responsibility/supervision. (Include position title, name and full time equivalency) Both the "Organization-wide" and "Program" organization charts shall be attached to the Proposal Application.

## **IV. Service Delivery**

Applicant shall include a detailed discussion of the applicant's approach to applicable service activities and management requirements from Section 2, Item III. - Scope of Work, including (if indicated) a work plan of all service activities and tasks to be completed, related work assignments/responsibilities and timelines/schedules.

Services are needed statewide during the school hours and to attend student's IEP meetings and other appropriate school/district/program meetings. Applicant is to identify service delivery plans to provide adequate staffing who may provide speech-language services services to an estimated 800 students. DOE is not obligated to purchase the amount of services indicated, however, it should be used as a guideline of the volume of services needed.

The Service Delivery Section shall include a detailed discussion of the Applicant's approach to recruitment, placement and replacement of Speech-language Pathologists to work in the districts/schools to fulfill the scope of services in Section 2, Item III. Scope of Work.

## **V. Financial**

### **A. Pricing Structure**

Applicant shall submit a cost proposal utilizing the pricing structure designated by the state purchasing agency. The cost proposal shall be attached to the Proposal Application.

DOE will establish a unit rate not to exceed \$52.00 per hour. Since overall costs and cost effectiveness is one criterion by which proposals will be evaluated, proposals reflecting a lower unit rate are welcome.

Applicants shall submit a cost proposal utilizing the pricing structure designated by the state-purchasing agency by completing

**ATTACHMENT G, RATE PROPOSAL WORKSHEET.** The cost proposal shall be attached to the POS Proposal Application.

As these contracts will be services “as needed,” the SPO budget forms have been deleted. Providers will have difficulty in constructing a budget as the actual amount of services requested by DOE may vary. In lieu of providing budget forms, Applicants must provide a narrative with supporting monetary figures of how the unit cost is constructed. Such components, including but not limited to: compensation to providers; housing allowance; cost or reimbursement for travel; administrative expenses and what they comprise of; training and supervision of professionals, quality assurance; and any other factors that contribute to the final proposed rate for a unit of service should be identified.

Applicants shall furnish a reasonable estimate of the maximum number of service units it can provide for which there is sufficient operating capacity and must submit **ATTACHMENT H, Capacity Worksheet**. DOE reserves the right to ask for additional information (i.e., information supporting or justifying service delivery) from each applicant. Additional information must be available for review during the proposal evaluation period.

## **B. Other Financial Related Materials**

### **1. Accounting System**

In order to determine the adequacy of the applicant’s accounting system as described under the administrative rules, the following documents are requested as part of the Proposal Application (may be attached):

- Most recent financial audit of Applicant.
- A description of how Applicant’s accounting system is organized to handle the contract.
- A description of the Applicant’s billing procedure including, if applicable, the procedures in which subcontractors are paid.
- Name of individual responsible for the accounting/billing system and his/her qualifications and position description.
- Applicant’s most recent program annual report, if available.
- Description of the internal control structure used in the accounting system and,
- If accounting work is subcontracted, please describe.

## **VI. Other**

### **A. Litigation**

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgment. If applicable, please explain.



# **Section 4**

## **Proposal Evaluation**

## Section 4

# Proposal Evaluation

### I. Introduction

The evaluation of proposals received in response to the RFP will be conducted comprehensively, fairly and impartially. Structural, quantitative scoring techniques will be utilized to maximize the objectivity of the evaluation.

### II. Evaluation Process

The procurement officer or an evaluation committee of designated reviewers selected by the head of the state purchasing agency or procurement officer shall review and evaluate proposals. When an evaluation committee is utilized, the committee will be comprised of individuals with experience in, knowledge of, and program responsibility for program service and financing.

The evaluation will be conducted in three phases as follows:

- Phase 1 - Evaluation of Proposal Requirements
- Phase 2 - Evaluation of Proposal Application
- Phase 3 - Recommendation for Award

#### Evaluation Categories and Thresholds

##### Evaluation Categories

##### Possible Points

##### *Administrative Requirements*

##### *Proposal Application*

**100 Points**

Program Overview	0 points
Experience and Capability	20 points
Project Organization and Staffing	15 points
Service Delivery	50 points
Financial	15 Points

##### **TOTAL POSSIBLE POINTS**

**100 Points**

### III. Evaluation Criteria

#### A. Phase 1 - Evaluation of Proposal Requirements

##### 1. Administrative Requirements

- Application Checklist
- Registration (if not pre-registered with the State Procurement Office)
- Federal Certifications

- Attachment G, Rate Proposal Worksheet
- Attachment H, Capacity Worksheet

## 2. **Proposal Application Requirements**

- Proposal Application Identification Form (Form SPO-H-200)
- Table of Contents
- Program Overview
- Experience and Capability
- Project Organization and Staffing
- Service Delivery
- Financial (All required forms and documents)
- Program Specific Requirements (as applicable)

### **B. Phase 2 - Evaluation of Proposal Application (100 Points)**

1. ***Program Overview:*** No points are assigned to Program Overview. The intent is to give the applicant an opportunity orient evaluators as to the service(s) being offered.

#### 2. ***Experience and Capability (20 Points)***

The State will evaluate the applicant's experience and capability relevant to the proposal contract, which shall include:

<b>A. Necessary Skills</b>	<b><u>4</u></b>
<ul style="list-style-type: none"> <li>• Demonstrated skills, abilities, knowledge of, and experience relating to the delivery of speech-language services in an educationally based approach. Responses should specifically address the experience and capacity of its supervisors, or those overseeing the delivery of the services and their knowledge or expertise in the interventions or in working with this population.</li> </ul>	<u>4</u>
<b>B. Experience</b>	<b><u>5</u></b>
<ul style="list-style-type: none"> <li>• Applicant's experience in delivery of speech-language services in the public school system.</li> </ul>	<u>5</u>
<b>C. Quality Assurance and Evaluation</b>	<b><u>11</u></b>
<ul style="list-style-type: none"> <li>• Applicant's clear detailed description of quality assurance plan and personnel accountability providing sufficient quality assurance and evaluation plans for the proposed services, including methodology.</li> </ul>	<u>5</u>
<ul style="list-style-type: none"> <li>• Method of supervision and evaluating performance of personnel</li> </ul>	<u>3</u>
<ul style="list-style-type: none"> <li>• Method of counseling personnel and collaborating with DOE to resolve conflicts</li> </ul>	<u>3</u>

### 3. ***Project Organization and Staffing (15 Points)***

The State will evaluate the applicant's overall staffing approach to the service that shall include:

<b>A. Staffing</b>	<b>8</b>
<ul style="list-style-type: none"> <li>• <b>Proposed Staffing:</b> That the proposed staffing pattern, client/staff ratio, and proposed caseload capacity is reasonable to insure viability of the services.</li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>Staff Qualifications:</b> Minimum qualifications (including experience) for staff assigned to the program.</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrated ability to adequately supervise and train personnel, as applicable.</li> </ul>	2
<ul style="list-style-type: none"> <li>• The agency should have detailed and demonstrated a background review process as well as detailing their screening process for determining competency of providers.</li> </ul>	2
<b>B. Project Organization</b>	<b>7</b>
<ul style="list-style-type: none"> <li>• Supervision and Training: Demonstrated ability to supervise, train and provide administrative direction to personnel relative to the delivery of the proposed services.</li> </ul>	1
<ul style="list-style-type: none"> <li>• Organization Chart: Approach and rationale for the structure, functions, and staffing of the proposed organization for the overall service activity and tasks.</li> </ul>	1
<ul style="list-style-type: none"> <li>• Ability to provide continuous service whenever there is a change in the Applicant's personnel.</li> </ul>	2
<ul style="list-style-type: none"> <li>• Ability to provide qualified personnel in a timely manner, from time of request by DOE to placement at the school site</li> </ul>	3

### 4. ***Service Delivery (50 Points)***

The State will evaluate the applicant's overall staffing approach to the service that shall include:

<ul style="list-style-type: none"> <li>• For each service in this RFP, the response has clearly detailed how the attendant tasks, obligations, and reporting will be addressed. Responses should be clear both in their theoretical approach as well as how this will translate to actual provision of the service(s).</li> </ul>	10
<ul style="list-style-type: none"> <li>• Applicant shall provide a detailed description of the Applicant's means to ensure prompt responses to referrals, and the policies and procedures of how services are referred. This should also clearly demonstrate how this system will avoid service delays or how the Applicant will keep HDOE apprised of service gaps.</li> </ul>	10

- |  |           |
|--|-----------|
| • The response should address how the Applicant will service the remote or outlying areas in the proposed school district(s) to ensure services will be available throughout the districts.      | <u>10</u> |
| • For each service, it should be clearly detailed how the tasks will be accomplished in a manner that is in conformance with best practices, and will demonstrate quality outcomes for students. | <u>10</u> |
| • Demonstration of the Applicant's commitment to least restrictive interventions.  | <u>5</u>  |
| • Clearly address how the services will be delivered collaboratively with DOE and will focus on assisting the student's ability to function in the educational system.                           | <u>5</u>  |

### 5. *Financial (15 Points)*

- |   |          |
|---|----------|
| • Applicant's proposal budget is reasonable given the program's resources and operational capacity.   | <u>3</u> |
| • Degree of competitiveness and reasonableness of proposed budget.  | <u>8</u> |
| • Personnel costs are reasonable and comparable to positions in the community.  | <u>2</u> |
| • Adequacy of the Applicant's accounting system and infrastructure to support electronic/manual billing requirements including a demonstration of the agency's ability to accurately track cost of related services by students served. | <u>1</u> |
| • Demonstration of the Applicant's financial solvency; submission of financial audit and management letter.   | <u>1</u> |

### C. **Phase 3 - Recommendation for Award**

Each notice of award shall contain a statement of findings and decision for the award or non-award of the contract to each applicant.

With a baseline of 70 or higher, a decision for the award will be based on the consensus of the reviewers. First consideration will be given to the applicant with the highest score. Assignments will be made until the capacity of the highest- ranking applicant is met. Additional awards may be made in order of ranking until need for services of the DOE have been fulfilled.

Upon award, the Contractor shall submit documentation of Personnel (resumes, National Certification of Clinical Competency, Hawaii state license to practice speech-language pathology, criminal history/background checks, current valid drivers license) showing proof of capacity to provide needed services by the beginning of the contract.

# **Section 5**

## **Attachments**

- A.** Proposal Application Checklist
- B.** Sample Table of Contents
- C.** DOE Sign-in Sheet
- D.** DOE Attendance Log
- E.** Contractor Provider final Report
- F.** Federal Certifications
- G.** Rate Proposal Worksheet
- H.** Capacity Worksheet

## Proposal Application Checklist

Applicant: \_\_\_\_\_

RFP No.: DOE F05-042 \_\_\_\_\_

The applicant's proposal must contain the following components in the order shown below. This checklist must be signed, dated and returned to the state purchasing agency as part of the Proposal Application. \*SPO-H forms are located on the web at <http://www.spo.hawaii.gov> Click *Procurement of Health and Human Services* and *For Private Providers*.\*

Item	Reference in RFP	Format/Instructions Provided	Required by Purchasing Agency	Completed by Applicant
<b>General:</b>				
Proposal Application Identification Form (SPO-H-200)	Section 1, RFP	SPO Website*	<b>X</b>	
Proposal Application Checklist	Section 1, RFP	Attachment A	<b>X</b>	
Table of Contents	Section 5, RFP	Section 5, RFP	<b>X</b>	
Proposal Application (SPO-H-200A)	Section 3, RFP	SPO Website*	<b>X</b>	
Registration Form (SPO-H-100A)	Section 1, RFP	SPO Website*	<b>(Required if not Registered)</b>	
Tax Clearance Certificate (Form A-6)	Section 1, RFP	Dept. of Taxation Website (Link on SPO website)*	<b>(Required at time of award)</b>	
Cost Proposal (Budget)				
SPO-H-205	Section 3, RFP	SPO Website*		
SPO-H-205A	Section 3, RFP	SPO Website* Special Instructions is applicable, Section 5		
SPO-H-205B	Section 3, RFP,	SPO Website* Special Instructions, Section 5		
SPO-H-206A	Section 3, RFP	SPO Website*		
SPO-H-206B	Section 3, RFP	SPO Website*		
SPO-H-206C	Section 3, RFP	SPO Website*		
SPO-H-206D	Section 3, RFP	SPO Website*		
SPO-H-206E	Section 3, RFP	SPO Website*		
SPO-H-206F	Section 3, RFP	SPO Website*		
SPO-H-206G	Section 3, RFP	SPO Website*		
SPO-H-206H	Section 3, RFP	SPO Website*		
SPO-H-206I	Section 3, RFP	SPO Website*		
SPO-H-206J	Section 3, RFP	SPO Website*		
<b>Certifications:</b>				
<b>Federal Certifications</b>		Section 5, RFP	<b>X</b>	
Debarment & Suspension		Section 5, RFP	<b>X</b>	
Drug Free Workplace		Section 5, RFP	<b>X</b>	
Lobbying		Section 5, RFP	<b>X</b>	
Program Fraud Civil Remedies Act		Section 5, RFP	<b>X</b>	
Environmental Tobacco Smoke		Section 5, RFP	<b>X</b>	
<b>Program Specific Requirements:</b>				
Rate Proposal Worksheet	Attachment G	Section 3, RFP	<b>X</b>	
Capacity Worksheet	Attachment H	Section 3, RFP	<b>X</b>	

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 Authorized Signature

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 Date

## Proposal Application Table of Contents

<b>I.</b>	<b>Program Overview.....</b>	<b>1</b>
<b>II.</b>	<b>Experience and Capability .....</b>	<b>1</b>
<b>A.</b>	Necessary Skills .....	2
<b>B.</b>	Experience.....	4
<b>C.</b>	Quality Assurance and Evaluation.....	5
<b>D.</b>	Coordination of Services.....	6
<b>E.</b>	Facilities.....	6
<b>III.</b>	<b>Project Organization and Staffing .....</b>	<b>7</b>
<b>A.</b>	Staffing.....	7
	1. Proposed Staffing.....	7
	2. Staff Qualifications .....	9
<b>B.</b>	Project Organization .....	10
	1. Supervision and Training.....	10
	2. Organization Chart (Program & Organization-wide) (See Attachments for Organization Charts)	
<b>IV.</b>	<b>Service Delivery.....</b>	<b>12</b>
<b>V.</b>	<b>Financial.....</b>	<b>20</b>
	See Attachments for Cost Proposal	
<b>VI.</b>	<b>Litigation.....</b>	<b>20</b>
<b>VII.</b>	<b>Attachments</b>	
<b>A.</b>	Cost Proposal	
	SPO-H-205 Proposal Budget	
	SPO-H-206A Budget Justification - Personnel: Salaries & Wages	
	SPO-H-206B Budget Justification - Personnel: Payroll Taxes and Assessments, and Fringe Benefits	
	SPO-H-206C Budget Justification - Travel: Interisland	
	SPO-H-206E Budget Justification - Contractual Services – Administrative	
<b>B.</b>	Other Financial Related Materials	
	Financial Audit for fiscal year ended June 30, 1994	
<b>C.</b>	Organization Chart	
	Program	
	Organization-wide	
<b>D.</b>	Performance and Output Measurement Tables	
	Table A	
	Table B	
	Table C	
<b>E.</b>	Program Specific Requirements Organization Chart	
	Program	
	Organization-wide	



- F.**     Performance and Output Measurement Tables
  - Table A
  - Table B
  - Table C
- G.**     Program Specific Requirements

**DOE SIGN IN SHEET**  
**Speech-Language Pathology Services**

SLP Name: \_\_\_\_\_ Month \_\_\_\_\_

Date	Activity (Therapy Caseload, Paperwork, IEP, etc.)	School/Site	Time In Time Out	Signature of School Personnel

Provider Signature \_\_\_\_\_ Date: \_\_\_\_\_

Attendance Sheet – Speech-Language Services 2005-2006 School Year  
School: \_\_\_\_\_

**ATTCHMENT D**  
RFP F05-042 (SLP)

Month: \_\_\_\_\_ Name of SLP: \_\_\_\_\_

#	Last Name	First Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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Please use the following code to indicate attendance: # of minutes student in therapy; ( ) = Enclose # of minutes in ( ) to indicate make-up session; A = Student Absent, S= SLP Absent (Illness, vacation, etc.)  
E= Absence due to school activity (Field Trip, Assembly, Special Activities), H = Holiday, W = SLP attending Professional Development Workshop,  
For intersessions and/or school vacations entire sections may be crossed out

[illegible]

**ATTCHMENT E**

RFP F05-042 (SLP)

**CONTRACTOR PROVIDER FINAL REPORT  
FOR  
SPEECH LANGUAGE SERVICES**

District	SLP Services		Evaluation Services		Number of hours spent on administrative work (ISPED input, meetings, phone calls, etc.)
	# of students	# of contact hours	# of students	# of contact hours	
Central					
Honolulu					
Leeward					
Windward					
Hawaii					
Kauai					
Maui					

Number of professionals recruited and breakdown by location

Difficulties encountered in recruitment:

Retention of personnel:

Provider who has left	District	Reason for leaving	Date left	Date replacement provided to HDOE
	Central			
	Honolulu			
	Leeward			
	Windward			
	Hawaii			
	Kauai			
	Maui			

## CERTIFICATIONS

### 1. CERTIFICATION REGARDING DEBARMENT AND SUSPENSION

The undersigned (authorized official signing for the applicant organization) certifies to the best of his or her knowledge and belief, that the applicant, defined as the primary participant in accordance with 45 CFR Part 76, and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal Department or agency;
- (b) have not within a 3-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) have not within a 3-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause or default.

Should the applicant not be able to provide this certification, an explanation as to why should be placed after the assurances page in the application package.

The applicant agrees by submitting this proposal that it will include, without modification, the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions" in all lower tier covered transactions (i.e., transactions with sub-grantees and/or contractors) and in all solicitations for lower tier covered transactions in accordance with 45 CFR Part 76.

### 2. CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS

The undersigned (authorized official signing for the applicant organization) certifies that the applicant will, or will continue to, provide a drug-free workplace in accordance with 45 CFR Part 76 by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an ongoing drug-free awareness program to inform employees about--
  - (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a) above;
- (d) Notifying the employee in the statement required by paragraph (a), above, that, as a condition of employment under the grant, the employee will--
  - (1) Abide by the terms of the statement; and
  - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency in writing within ten calendar days after receiving notice under paragraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central

point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;

- (f) Taking one of the following actions, within 30 calendar days of receiving notice under paragraph (d) (2), with respect to any employee who is so convicted--
  - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

For purposes of paragraph (e) regarding agency notification of criminal drug convictions, the DHHS has designated the following central point for receipt of such notices:

Office of Grants and Acquisition Management  
 Office of Grants Management  
 Office of the Assistant Secretary for Management and Budget  
 Department of Health and Human Services  
 200 Independence Avenue, S.W., Room 517-D  
 Washington, D.C. 20201

### 3. CERTIFICATION REGARDING LOBBYING

Title 31, United States Code, Section 1352, entitled "Limitation on use of appropriated funds to influence certain Federal contracting and financial transactions," generally prohibits recipients of Federal grants and cooperative agreements from using Federal (appropriated) funds for lobbying the Executive or Legislative Branches of the Federal Government in connection with a SPECIFIC grant or cooperative agreement. Section 1352 also requires that each person who requests or receives a Federal grant or cooperative agreement must disclose lobbying undertaken with non-Federal (non-appropriated) funds. These requirements apply to grants and cooperative agreements EXCEEDING \$100,000 in total costs (45 CFR Part 93).

The undersigned (authorized official signing for the applicant organization) certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the under-

signed, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

- (2) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (If needed, Standard Form-LLL, "Disclosure of Lobbying Activities," its instructions, and continuation sheet are included at the end of this application form.)
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### 4. CERTIFICATION REGARDING PROGRAM FRAUD CIVIL REMEDIES ACT (PFCRA)

The undersigned (authorized official signing for the applicant organization) certifies that the statements herein are true, complete, and accurate to the best of his or her knowledge, and that he or she is aware that any false, fictitious, or fraudulent statements or claims may subject him or her to criminal, civil, or administrative penalties. The undersigned agrees that the applicant organization will comply with the Public Health Service terms and conditions of award if a grant is awarded as a result of this application.

## 5. CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residence, portions of facilities used for inpatient drug or alcohol treatment, service providers whose sole source of applicable Federal funds is Medicare or Medicaid, or facilities where WIC coupons are redeemed.

Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing the certification, the undersigned certifies that the applicant organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The applicant organization agrees that it will require that the language of this certification be included in any subawards which contain provisions for children's services and that all subrecipients shall certify accordingly.

The Public Health Services strongly encourages all grant recipients to provide a smoke-free workplace and promote the non-use of tobacco products. This is consistent with the PHS mission to protect and advance the physical and mental health of the American people.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED



**RATE PROPOSAL WORKSHEET**  
**SPEECH-LANGUAGE PATHOLOGIST**

- ✓ Applicant shall complete worksheet and submit with Proposal.
- ✓ If item will not be provided or is not applicable, please indicate so in the "Amount" column.
- ✓ To determine allowable expenses, refer to "Cost Principles on Purchases of Health and Human Services" document available on the SPO website:  
[http://www2.hawaii.gov/spoh/Forms\\_Instructions/forms\\_instructionsprov.htm](http://www2.hawaii.gov/spoh/Forms_Instructions/forms_instructionsprov.htm).

<b>Service/ Expense</b>	<b>\$ Amount per Hour</b>
Speech-Language Pathologist Personnel costs (please itemize): <u>Professional Development/Training</u> <u>Housing, etc.</u> <u>Travel/Mileage, etc.</u>   	     
Administrative/Managerial Costs (please itemize):    	
Subcontracted Services (please itemize):    	
Operating Expenses:   	
Profit:	
Other (please specify):      	
TOTAL HOURLY RATE (not to exceed \$52.00): (This rate represents the Applicant's hourly proposal rate for this RFP)	

CAPACITY WORKSHEET

- ✓ Applicant shall complete worksheet and submit with Proposal.
- ✓ Applicant should indicate Applicant's estimated capacity to provide services by District.
- ✓ If item will not be provided or is not applicable, please indicate "not applicable".

District	Estimated Number of Therapists	Estimated Number of Supervisors	Estimated number of Service Units (hours)
Central			
Honolulu			
Leeward			
Windward			
Hawaii			
Kauai			
Maui			